

POMPTON LAKES SCHOOL DISTRICT

SPANISH 4 ACADEMIC

COURSE OF STUDY

June 2018

Pompton Lakes High School

Submitted by N. Baena-Cano

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Unit 1 Overview			
Content Area:	Spanish		
Unit Title:	Hispanic Countries		
Target Course/Grade Level:	Spanish 4 Academic /11		
Unit Summary:	In this unit the students will learn about Hispanic Countries, how to express present actions and discuss taking a trip to different Hispanic Countries. The student will read and discuss newspaper articles about Spanish Speaking Countries. They will learn to refer to specific things and how to express ownership.		
Primary interdisciplinary connections:	Literature, Art, Music, Spanish and Latin American History		
21st century themes:	Literary awareness and Cultural diversity		
Unit Rationale:	In order to learn about Hispanic Countries students must learn how to express present and past actions, by reviewing the present of the verbs and to be. They will read and provide information about these topics as they engage in conversations to fulfill the chapter objectives listed. Students will communicate in spoken and written Spanish on these topics. All the topics in this and the rest of the units will be an opportunity to put into practice all that the students have learned in past years.		
Learning Targets			
Standards			
7.1 (Communication): All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own, and participate in home and global communities.			
7.2 (Culture): All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.			
Content Statements			
Related Content Statement for Standard 7.1			
Understanding the past tense is essential to all students of a foreign language. Students will use the past tense to speak, understand, read and write in the target language while comparing the language with their own. The acquisition of vocabulary and grasp of past tense structure is essential to accurate reading and understanding of newspaper and magazine articles, as well as of modern literature in Spanish.			
Related Content Statement for Standard 7.2			
Students will use the present tenses to compare and demonstrate understanding of the different Hispanic cultures abroad as well as here at home. Through the use of the present the student will be able to describe and talk about any related events in the Hispanic world.			
CPI #	Cumulative Progress Indicator (CPI)	Strand A	Interpretive Mode
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.IM/A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.		
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.		
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.		
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters and setting in readings from appropriate and culturally authentic materials		
7.1.IM.A.7	Engage and be able to narrate personal experiences or events.		

CPI #	Cumulative Progress Indicator (CPI)	Strand B	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.		
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture's language in familiar and some unfamiliar situations.		
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
CPI #	Cumulative Progress Indicator (CPI)	Strand C	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural Perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.		
7.1.IM.C.4	Synthesize information found in age-and level-appropriate culturally authentic materials.		
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.		
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> • How to express present and past actions • How to understand written material based on newspaper articles about Hispanic Countries and immigrants. • How to refer to specific things. • How to express ownership. 		<ul style="list-style-type: none"> • Practicing the preterit will enable students to discuss and narrate events in the present and past. • Reading and analyzing helps you look critically at a piece of writing and to understand written text. • Learning as much vocabulary as you can from culturally authentic sources such as the media, the internet as well as talking to Spanish-speaking people is the best preparation for comprehension of the Hispanic world. 	
Unit Learning Targets			
<i>Students will ...</i>			
<ul style="list-style-type: none"> • Review and practice how to narrate in the present and past • Describe the present and past and talk about their lives and events that occurred in the past. • Review the present tense of regular, irregular and stem-changing verbs and verb to be. • Listen to and understand culturally authentic materials using the past tense. • Read material written by Spanish and Latin American authors in which the present tenses are used. • Narrate personal events as well as summarize lives of important Hispanic people. • Write essays and dialogues using the present tenses to effectively communicate in the target language. 			
Evidence of Learning			
Summative Assessment: 4 days			
They will read and discuss the present Spanish political and geographic structure. They will learn about its provinces and the four official languages of Spain.			
Equipment needed: Internet resources, computer, projects, tape recordings, text and literary readings			
Teacher Resources: Buen Viaje 3 textbook, Power Teach, Buen Viaje Workbook, teacher materials, Internet maps and resources, Google classroom and different apps.			

Formative Assessments

- Multiple Choice tests and quizzes
- Speaking & Listening proficiency tests
- Reading Comprehension tests
- Writing performance test
- Homework and Class Quizzes
- Oral proficiency practice
- Cultural project
- Various internet websites
- PowerPoint presentations
- Latin American Song presentations

Lesson Plans

Lesson	Approximate Time frame
Lesson 1 Classroom expressions;	4 days
Lesson 2 Uses of the verb "ser" and their special uses	2 days
Lesson 3 Uses of the verb "estar" and their special uses	2 days
Lesson 4 Review and test on Ser and Estar	2 days
Lesson 5 Review of special verbs such as Gustar and Faltar	4 days
Lesson 6 Dialogue Preparation based on the new vocabulary and conversation. Song Presentations.	3 days
Lesson 7 Auditory Comprehension with new and old vocabulary as well as the present tense	2 days
Lesson 8 Test and review on conversation	2 days

Teacher Notes:

Students will practice new vocabulary learned from the readings and other sources through their presentations. Audio/visual materials will be used throughout to support the content and materials of each lesson.

Curriculum Development Resources

Buen Viaje 3 textbook, workbook and exam preparation materials.

<http://www.studyspanish.com/>

http://www.123teachme.com/learnspanish/exercises_pronouns_index

<http://www.trinity.edu/mstroud/grammar/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/siteindex.php#gra>

<http://www.bbc.co.uk/mundo/>

<https://www.youtube.com/>

<https://www.quia.com/>

<https://www.veintemundos.com/en/>

Unit 2 Overview			
Content Area:	Spanish		
Unit Title:	España		
Target Course/Grade Level:	Spanish 4 Academic/11		
Unit Summary:	In this unit the student will learn about the geography, history and culture of Spain, review how to express past actions and discuss taking a trip to Spain. The student will read and discuss newspaper articles about the metro in Barcelona and immigrants arriving in Spain. They will learn to refer to specific things and how to express ownership.		
Primary interdisciplinary connections:	Literature, Art, Music, and Spanish History		
21st century themes:	Spanish History and Culture		
Unit Rationale:	In order to learn the geography, history and culture of Spain students must learn how to express past actions, by learning the preterit of regular, irregular and stem-changing verbs. They will read and provide information about these topics as they engage in conversations to fulfill the chapter objectives listed. Students will communicate in spoken and written Spanish on these topics.		
Learning Targets			
7.1 (Communication):	All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own, and participate in home and global communities.		
7.2 (Culture):	All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.		
Content Statements			
Related Content Statement for Standard 7.1			
Historical awareness of Spanish history is essential to all students of foreign languages. Listening and discussing different sources students will acquire vocabulary and grasp of the various grammatical structures is essential to accurate reading and understanding of newspaper and magazine articles, as well as of modern literature in Spanish. Students will discuss the differences between cultural components.			
Related Content Statement for Standard 7.2			
Students will demonstrate understanding of the geography, history and culture of Spain countries through watching and discussing different sources.			
CPI #	Cumulative Progress Indicator (CPI)	Strand A	Interpretive Mode
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.IM/A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.		
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.		
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.		
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters and setting in readings from appropriate and culturally authentic materials		
7.1.IM.A.7	Engage and be able to narrate personal experiences or events.		
CPI #	Cumulative Progress Indicator (CPI)	Strand B	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.		

7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture's language in familiar and some unfamiliar situations.		
7.1.IM.B4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
CPI #	Cumulative Progress Indicator (CPI) Strand C Presentational Mode		
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural Perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.		
7.1.IM.C.4	Synthesize information found in age-and level-appropriate culturally authentic materials.		
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • How to understand spoken dialogue in a foreign videos / documentaries • How to interpret past events in Spain • How to express what has taken place • How to express past actions, preferences, and demands. </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand the spoken dialogue and communicate in spoken and written Spanish on the culture, geography and history of Spain. • Learning how to use the different past tenses in Spanish students will be prepared to write and express orally their thoughts in formal and informal settings. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • How to understand spoken dialogue in a foreign videos / documentaries • How to interpret past events in Spain • How to express what has taken place • How to express past actions, preferences, and demands. 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand the spoken dialogue and communicate in spoken and written Spanish on the culture, geography and history of Spain. • Learning how to use the different past tenses in Spanish students will be prepared to write and express orally their thoughts in formal and informal settings.
Unit Essential Questions <ul style="list-style-type: none"> • How to understand spoken dialogue in a foreign videos / documentaries • How to interpret past events in Spain • How to express what has taken place • How to express past actions, preferences, and demands. 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand the spoken dialogue and communicate in spoken and written Spanish on the culture, geography and history of Spain. • Learning how to use the different past tenses in Spanish students will be prepared to write and express orally their thoughts in formal and informal settings. 		
Unit Learning Targets Students will <ul style="list-style-type: none"> • Auditory comprehension of the videos/documentaries dialogue • Express what may or may not take place in Spain. • Read and discuss the history and culture of Spain, before, during and after its civil war. • Discuss significant scenes to the videos-documentaries' stories and characters. • Acquire basic vocabulary and listening skills for Spanish foreign films • Speak, read and write using the preterit tense. • Write an essay discussing past events. 			
Evidence of Learning			
Summative Assessments: 4 days Students will read, write and speak Spanish using expressions learned in class. They will write a 150 -200 word composition using the various types of tenses as well as take quizzes and tests for assessment. Equipment needed: Internet resources, computer, projects, tape recordings, text and literary readings Teacher Resources: Buen Viaje 3 textbook, Power Teach, Buen Viaje Workbook, teacher materials, Internet maps and resources, Google classroom and different apps.			

Formative Assessments <ul style="list-style-type: none"> • Unit Test • Short answer test on groups of lessons • Speaking and listening comprehension tested daily 	<ul style="list-style-type: none"> • Oral proficiency practice • Cultural project
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- Reading Comprehension using videos/documentaries vocabulary
- Essay on Past events
- Quizzes on groups of lessons

- Websites
Univision: <http://www.univision.com>
CNN en español:
<http://cnn.com/espanol>
<http://bbcmundo>

Lesson Plans

Lesson	Approximate Timeframe
Lesson 1 Background on world history and Spain	2 days
Lesson 2 Preterit Tense Regular Verbs	3 days
Lesson 3 Preterit Tense : Stem-changing verbs	2 days
Lesson 4 Preterit Tense : Irregular Verbs	3 days
Lesson 5 Preterit Tense Review	2 days
Lesson 6 Practice with the new vocabulary about Spain with worksheets	2 days
Lesson 7 Refer to people and things already mentioned correctly locating the direct and indirect object pronouns	3 days
Lesson 8 Use the direct and indirect object pronouns with the progressive tenses	3 days
Lesson 9 Auditory Comprehension with new and old vocabulary as well as the preterit tense	2 days
Lesson 10 Dialogue Preparation based on the new vocabulary and conversation.	2 days
Lesson 11 Test and review on conversation and all preterit verbs	1 day
Lesson 12 Write a composition on Past experiences	2 days

Teacher Notes: Students will practice new vocabulary learned from the videos and other sources through discussion and written testing as well as their essays. Acquisition of more developed auditory comprehension skills and new vocabulary will enhance the students' experience.

Curriculum Development Resources

Buen Viaje 3 textbook, workbook and exam preparation materials
<http://www.studyspanish.com/>
http://www.123teachme.com/learn_spanish/exercises_pronouns_index
<http://www.trinity.edu/mstroud/grammar/>
<http://www.colby.edu/~bknelson/SLC/index.php>
<http://www.laits.utexas.edu/spe/siteindex.php#gra>
<http://www.bbc.co.uk/mundo/>
<https://www.youtube.com/>,
<https://www.quia.com/>,
<https://www.veintemundos.com/en/>

Unit 3 Overview			
Content Area:	Spanish		
Unit Title:	Los Países Andinos: Ecuador, Perú, Bolivia		
Target Course/Grade Level:	Spanish 4 Academic /11		
Unit Summary:			
<p>In this unit the student will learn about the geography, history, and culture of Ecuador, Perú and Bolivia by reviewing how to describe habitual past actions, discussing a robbery, how to talk about past events, reading and discussing newspaper articles, learning to express what may or may not take place and learning to express necessity and possibility; wishes, preferences and demands.</p> <p>Primary interdisciplinary connections: Literature, Art, Music, Spanish and Latin American History</p> <p>21st century themes: Literary awareness and Cultural diversity</p>			
Unit Rationale:			
<p>In order to understand or narrate any events in the past from any written sources such as the novel, short story, newspaper, internet, etc., it is essential to be able to describe and compare things, people, ideas and actions using at least the two past tenses, the Preterit and the Imperfect separately and together in sentences. In order to express desire and influence others it is necessary to use the Present Subjunctive tense and become familiar with its various forms including its uses with impersonal expressions and nominal clauses.</p>			
Learning Targets			
7.1 (Communication): All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own, and participate in home and global communities.			
7.2 (Culture): All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.			
Content Statements			
Related Content Statement for Standard 7.1			
Using the two past tenses (the Preterite and the Imperfect) in Spanish is essential to all students of a foreign language. Acquisition of vocabulary and grasp of the various grammatical structures is essential to accurate reading and understanding of newspaper and magazine articles, as well as of modern literature in Spanish.			
Related Content Statement for Standard 7.2			
Students will demonstrate understanding of the geography, history and culture of the three Andean countries through various newspaper articles about a volcano in Ecuador and a centenarian in Peru.			
CPI #	Cumulative Progress Indicator (CPI)	Strand A	Interpretive Mode
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.		
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.		
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.		
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters and setting in readings from appropriate and culturally authentic materials		
7.1.IM.A.7	Engage and be able to narrate personal experiences or events.		

CPI #	Cumulative Progress Indicator (CPI)	Strand B	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.		
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture's language in familiar and some unfamiliar situations.		
7.1.IM.B4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
CPI #	Cumulative Progress Indicator (CPI)	Strand C	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural Perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.		
7.1.IM.C.4	Synthesize information found in age-and level-appropriate culturally authentic materials.		
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.		
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> • How to describe habitual past actions and talk about past events. • How to express what may or may not take place. • How to express necessity, possibility, wishes, preferences, and demands. 		<ul style="list-style-type: none"> • Students will communicate in spoken and written Spanish on the culture, geography and history of the Andes region. • Learning how to use the different past tenses in Spanish students will be prepared to write and express orally their thoughts in formal and informal settings. • Through the use of the Present Subjunctive the student will be able to express wishes, preferences, necessity and possibility. 	
Unit Learning Targets Students will			
<ul style="list-style-type: none"> • Review and practice how to describe and compare things in the two past tenses. • Express what may or may not take place • Read and discuss the geography of Ecuador, Peru and Bolivia along with their history and culture. • Listen to and understand culturally authentic materials using the two tenses as well • Read material written by Spanish and Latin American authors in which these past tenses are used. • Speak, read and write using the Subjunctive tense to express wishes, preferences and demands • Write essays and dialogues using the Subjunctive in Spanish. 			
Evidence of Learning			
Summative Assessments: 4 days			
Students will read, write and speak Spanish using expressions learned in class. They will write three 150 - 200 word compositions using the various types of tenses as well as take quizzes and tests for assessment.			
Equipment needed: Internet resources, computer, projector, tape recordings, text and literary readings			
Teacher Resources: Buen Viaje 3 textbook and workbook, teacher-made materials and the Internet.			

Formative Assessments

- Unit Test
- Multiple Choice tests
- Speaking and listening proficiency tests
- Reading Comprehension tests
- Writing performance test/Fairy tale presentations
- Quizzes
- Oral proficiency practice
- Cultural project
- Websites –
Univision: <http://www.univision.com>
CNN en español: <http://cnn.com/espanol>
<http://bbcworld>

Lesson Plans

Lesson	Approximate Timeframe
Lesson 1 Review on object pronouns and two object pronouns in the same sentence	3 days
Lesson 2 Dialogues using the vocabulary and object pronouns learned	2 days
Lesson 3 Review and Test on the direct and indirect object pronouns with the progressive tenses.	2 days
Lesson 4 Reading Comprehension : “The Whispering Palms”	2 days
Lesson 5 Review of the formation of the Imperfect Tense	4 days
Lesson 6 Review of the uses and expression of the Imperfect	2 days
Lesson 7 Listening Comprehension on vocabulary and object pronoun	1 day
Lesson 8 The geography of Ecuador, Peru and Bolivia	2 days
Lesson 9 Reading Comprehension on the pre-Columbian era in the Andean countries	2 days
Lesson 10 Review and test on the geography of Ecuador, Peru and Bolivia	2 days
Lesson 11 Contrast of the Imperfect and Preterit tenses. Fairy Tale Power Point Presentations using these tenses	4 days
Lesson 12 Review and Quiz on the Imperfect and Preterit Tenses	2 days
Lesson 13 Learn the uses of the present perfect and its past participles	3 days
Lesson 14 Learn the uses of Regular and irregular verbs in the present perfect tense.	3 days

Teacher Notes:

Students will practice new vocabulary learned from the readings and other sources through auditory and speaking practice as well as their essays. Audio/visual materials will be used throughout to support the content and materials of each lesson.

Curriculum Development Resources

Buen Viaje 3 textbook, workbook and exam preparation materials.

<http://www.studyspanish.com/>

http://www.123teachme.com/learn_spanish/exercises_pronouns_index

<http://www.trinity.edu/mstroud/grammar/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/siteindex.php#gra>

<http://www.bbc.co.uk/mundo/>

<https://www.youtube.com/>

<https://www.quia.com/>

<https://www.veintemundos.com/en/>

Unit 4 Overview			
Content Area:	Spanish		
Unit Title:	El Cono Sur – Chile, Argentina, Paraguay, Uruguay		
Target Course/Grade Level:	Spanish 4 Academic / 11		
Unit Summary:	<p>In this unit, students will learn about the geography, history, and culture of Chile, Argentina, Paraguay and Uruguay. They will learn vocabulary related to the Southern Cone region. Additional vocabulary needed to discuss shopping for clothes, appropriate attire in the workplace and going away to college will also be presented in this chapter. They will use the Subjunctive mood to express surprise, interest, annoyance as well as emotions, doubt or uncertainty.</p> <p>Primary interdisciplinary connections: Literature, Art, Music, Spanish and Latin American History</p> <p>21st century themes: Literary awareness and Cultural diversity</p>		
Unit Rationale:	<p>In order to be familiar with the Spanish language and culture the student will learn and discuss the geography and culture of the Southern Cone region as well as use the different past tenses to express habitual past actions along with the Subjunctive to express wishes, preferences and demands.</p>		
Learning Targets			
7.1 (Communication):	All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own, and participate in home and global communities.		
7.2 (Culture):	All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.		
Content Statements			
Related Content Statement for Standard 7.1			
Understanding how to use the Subjunctive and its different forms is essential to all students of a foreign language. It is used in all the different skill areas: listening, speaking, reading and writing. Students will use the subjunctive to speak, understand, read and write in the target language while comparing the language with their own. The acquisition of vocabulary and grasp of grammatical structure is essential to accurate reading and understanding of newspaper and magazine articles, as well as of modern literature in Spanish.			
Related Content Statement for Standard 7.2			
Students will use the present tense to compare and demonstrate understanding of the different Hispanic cultures abroad as well as here at home. Through the present tense the student will be able to talk about any related events presented in the second language.			
CPI #	Cumulative Progress Indicator (CPI)	Strand A	Interpretive Mode
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.		
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.		
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.		
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters and setting in readings from appropriate and culturally authentic materials		
7.1.IM.A.7	Engage and be able to narrate personal experiences or events.		

CPI #	Cumulative Progress Indicator (CPI)	Strand B	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.		
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture’s language in familiar and some unfamiliar situations.		
7.1.IM.B4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
CPI #	Cumulative Progress Indicator (CPI)	Strand C	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural Perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.		
7.1.IM.C.4	Synthesize information found in age-and level-appropriate culturally authentic materials.		
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.		
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> • How to understand short conversations, narratives, interviews, using the Subjunctive • How to describe and understand written material based on everyday situations - newspapers, recipes, instructions intended for use by Spanish-speaking people as well as literary pieces that are written in the present. • How to express thoughts clearly in writing using the subjunctive to provide informal and formal written assessments as well as those based on audio sources. 		<ul style="list-style-type: none"> • Reviewing the subjunctive in Spanish will provide the necessary structures essential for listening, speaking, reading or writing in the target language. • Reading short stories, newspapers and internet sources which include the present, is the best preparation for understanding written material. • Learning how to use the subjunctive in Spanish (both orally and in essays) students will be prepared to write and express orally their thoughts in formal and informal settings. 	
Unit Learning Targets			
<i>Students will</i>			
<ul style="list-style-type: none"> • Learn and communicate in spoken and written Spanish on the culture of the Southern Cone region. • Learn the uses of the Subjunctive mood • Review how to state location and origin, characteristics and conditions by using Ser and/or Estar • Discuss shopping in these regional areas. • Review how to express surprise, interest, annoyance; likes, dislikes and needs with the Subjunctive • Review ho to express affirmative and negative ideas using the Subjunctive • Listen to and understand culturally authentic materials using the subjunctive • Read material written by Spanish and Latin American authors in which the subjunctive is used. • Write essays and dialogues using the subjunctive to effectively communicate in Spanish. 			

Evidence of Learning

Summative Assessments: 4 days

Students will converse using expressions and the Subjunctive learned in class. They will write three 150-200 word compositions using the subjunctive learned in class.

Equipment needed: Internet resources, computer, projector, tape recordings, text and literary readings

Teacher Resources: Buen Viaje 3, Power Teach, Buen Viaje Workbook, teacher materials, Internet maps and resources. Spanish and Hispanic legends: short stories.

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> • Unit Test • Multiple Choice tests • Speaking and listening proficiency tests • Reading Comprehension tests • Writing performance test • Quizzes | <ul style="list-style-type: none"> • Oral proficiency practice • Cultural project • Websites
Univision: http://www.univision.com
CNN en español:
http://cnn.com/español
BBC mundo: http://bbcmundo.com • PowerPoint presentations |
|--|---|

Lesson Plans

Lesson	Approximate Timeframe
Lesson 1 Culture : Vocabulary for the reading on the geography of the area	1 day
Lesson 2 Composition using the future and vocabulary learned.	4 days
Lesson 3 Review of the future tense	1 day
Lesson 4 Read and discuss a legend that uses the future tense.	2 days
Lesson 5 The Subjunctive Mood – Introduction to its Present tense and its uses. How to influence others decisions.	5 days
Lesson 6 Expressing necessity and possibility with the Subjunctive	2 days
Lesson 7 Expressing wishes, preferences and demands with the Subjunctive	2 days
Lesson 8 Review and testing on the Subjunctive	2 days
Lesson 9 The Subjunctive used with expressions of emotion	2 days
Lesson 10 The Subjunctive with expressions of doubt	2 days
Lesson 11 Listening Comprehension Exercises using the Subjunctive	2 days
Lesson 12 Composition using the Subjunctive in the Present Tense	2 days

<p style="text-align: center;">Lesson 13 Review and Testing on the various uses of the Subjunctive</p>	<p style="text-align: center;">2 days</p>
<p style="text-align: center;">Lesson 14 Reading Comprehension on social announcements Vocabulary acquisition</p>	<p style="text-align: center;">2 days</p>
<p>Teacher Notes: Students will practice new vocabulary learned from the readings and other sources through auditory and speaking practice as well as their essays. Audio/visual materials will be used throughout to support the content and materials of each lesson.</p>	
<p>Curriculum Development Resources</p> <p>Buen Viaje 3 textbook, workbook and exam preparation materials.</p> <p>http://www.studyspanish.com/</p> <p>http://www.123teachme.com/learn_spanish/exercises_pronouns_index</p> <p>http://www.trinity.edu/mstroud/grammar/</p> <p>http://www.colby.edu/~bknelson/SLC/index.php</p> <p>http://www.laits.utexas.edu/spe/siteindex.php#gra</p> <p>http://www.bbc.co.uk/mundo/</p> <p>https://www.youtube.com/,</p> <p>https://www.quia.com/,</p> <p>https://www.veintemundos.com/en/</p>	

Unit 5 Overview

Content Area: Spanish

Unit Title: La America Central

Target Course/Grade Level: Spanish 4 Academic / 11

Unit Summary:

In this unit the student will learn about the geography, history and cultures of the Central American countries. They will review how to express future events and conditions. They will acquire the vocabulary related to finances along with important rites of passage and social events.

Primary interdisciplinary connections: Literature, Art, Music, Spanish and Latin American History

21st century themes: Literary awareness and Cultural diversity

Unit Rationale:

In order to communicate and demonstrate an understanding of the culture in Spanish the student must be familiar with the geography of Central America as well as express future and past events using the future and conditional tenses along with the Subjunctive mood.

Learning Targets

7.1 (Communication): All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own, and participate in home and global communities.

7.2 (Culture): All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Content Statements

Related Content Statement for Standard 7.1

- Understanding how to use the past tenses and the subjunctive mood is essential to all students of a foreign language. They are used in all its different skill areas: listening, speaking, reading and writing.
- Students will use the past tenses and subjunctive mood to speak, understand, read and write in the target language while comparing the language with their own. The acquisition of vocabulary and grasp of grammatical structure is essential to accurate reading and understanding of newspaper and magazine articles, as well as of modern literature in Spanish.

Related Content Statement for Standard 7.2

Students will use the past tenses and the subjunctive mood to compare and demonstrate understanding of the different Hispanic cultures abroad as well as here at home. Through these moods the student will be able to talk about any related events in the second language.

CPI #	Cumulative Progress Indicator (CPI)	Strand A	Interpretive Mode
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.		
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.		
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.		
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters and setting in readings from appropriate and culturally authentic materials		
7.1.IM.A.7	Engage and be able to narrate personal experiences or events.		

CPI #	Cumulative Progress Indicator (CPI)	Strand B	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.		
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture's language in familiar and some unfamiliar situations.		
7.1.IM.B4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
CPI #	Cumulative Progress Indicator (CPI)	Strand C	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural Perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.		
7.1.IM.C.4	Synthesize information found in age-and level-appropriate culturally authentic materials.		
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.		
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> • How to understand short conversations, narratives, interviews, using the past tenses and subjunctive mood. • How to describe and understand written material based on everyday situations - newspapers, recipes, instructions intended for use by Spanish-speaking people as well as literary pieces that are written in the past tense and the subjunctive mood. • How to express thoughts clearly in writing using the past tenses and the subjunctive mood to provide an informal writing sample such as e-mail, and a formal writing sample such as an expository or persuasive essay based on print as well as audio sources. 		<ul style="list-style-type: none"> • Reviewing the past tenses and the subjunctive mood in Spanish will provide the necessary structures essential in listening, speaking, reading and writing the target language. • Reading short stories, newspapers and internet sources which include the past tenses and the subjunctive mood is the best preparation for understanding written material. • Learning how to use the imperative and subjunctive moods in Spanish (both orally and in essays) students will be prepared to write and express orally their thoughts in formal and informal settings. 	
Unit Learning Targets			
<i>Students will</i>			
<ul style="list-style-type: none"> • Learn about the geography, history, and cultures of the Central American countries • Review the future tense to express events and conditions in the future. • Refer to people and things already mentioned using the past tenses. • Read and discuss social announcements and human interest articles in newspapers • Express emotions and possibilities about past events 			

- Listen to and understand culturally authentic materials using the past tenses and subjunctive mood
- Read material written by Spanish and Latin American authors using the tenses.
- Write essays and dialogues using the past tenses and the subjunctive mood to effectively communicate in Spanish.

Evidence of Learning

Summative Assessments: 4 days

Students will converse (both in informal AP conversations and 2 minute presentations) using expressions learned in class. They will write three 200 word compositions using the various types of imperative and subjunctive moods learned in class.

Equipment needed: Internet resources, computer, projector, tape recordings, text and literary readings

Teacher Resources: Buen Viaje 3 textbook, Power Teach , Buen Viaje Workbook, teacher materials , Internet maps and resources.

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> • Unit Test • Multiple Choice tests • Speaking proficiency tests • Reading Comprehension tests • Writing performance test • Quizzes | <ul style="list-style-type: none"> • Oral proficiency practice • Cultural project • Websites –
Univision: http://www.univision.com
CNN en español:
http://cnn.com/espanol
BBC mundo: http://bbcmundo.com • PowerPoint presentations |
|--|---|

Lesson Plans

Lesson	Approximate Timeframe
Lesson 1 Vocabulary for the reading on the geography of Central America	2 day
Lesson 2 Reading Comprehension on the Mayas and central American capitals	2 days
Lesson 3 Vocabulary for the listening comprehension	1 days
Lesson 4 The Subjunctive in adverbial clauses	3 days
Lesson 5 Present the Conditional Tense and use it in contrast to the Future	3 days
Lesson 6 Listening Comprehension Exercises	2 days
Lesson 7 Communicate and express plans and wishes.	2 days

Teacher Notes:

Students will practice new vocabulary learned from the readings and other sources through auditory and speaking practice as well as their essays. Audio/visual materials will be used throughout to support the content and materials of each lesson.

Curriculum Development Resources

Buen Viaje 3 textbook, workbook and exam preparation materials.

<http://www.studyspanish.com/>

http://www.123teachme.com/learn_spanish/exercises_pronouns_index

<http://www.trinity.edu/mstroud/grammar/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/siteindex.php#gra>

<http://www.bbc.co.uk/mundo>

<https://www.youtube.com/>

<https://www.quia.com/>

<https://www.veintemundos.com/en/>

Unit 6 Overview			
Content Area:	Spanish		
Unit Title:	Mexico – The geography, history and culture of its people		
Target Course/Grade Level:	Spanish 4 Academic / 11		
Unit Summary:	<p>In this unit students will learn how to express what they have done recently, describe actions in progress, refer to people and things already mentioned and express indefinite ideas while studying the geography, history and culture of Mexico.</p> <p>Primary interdisciplinary connections: Literature, Art, Music, Spanish and Latin American History</p> <p>21st century themes: Literary awareness and Cultural diversity</p>		
Unit Rationale:	<p>In order to become familiar with the country of Mexico the students will discuss and compare its geography, history and culture by through renting a car, reading magazine and newspaper articles on windsurfing and the role of parenting in that country.</p>		
Learning Targets			
<p>7.1 (Communication): All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own, and participate in home and global communities.</p> <p>7.2 (Culture): All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p>			
Content Statements			
Related Content Statement for Standard 7.1			
<ul style="list-style-type: none"> Understanding how to use the present progressive tense is essential to all students of a foreign language. It is used in everyday life as well as its literary and cultural uses Students will use the present tense to speak, understand, read and write in the target language while comparing the language with their own. The acquisition of vocabulary and grasp of grammatical structure is essential to accurate reading and understanding of newspaper and magazine articles, as well as of modern literature in Spanish. 			
Related Content Statement for Standard 7.2			
<ul style="list-style-type: none"> Students will use the present progressive tense to compare and demonstrate understanding of the different Hispanic cultures abroad as well as here at home. Through this tense the student will be able to talk about any related events in the target language. 			
CPI #	Cumulative Progress Indicator (CPI)	Strand A	Interpretive Mode
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.		
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.		
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.		
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters and setting in readings from appropriate and culturally authentic materials		
7.1.IM.A.7	Engage and be able to narrate personal experiences or events.		

CPI #	Cumulative Progress Indicator (CPI)	Strand B	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.		
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture's language in familiar and some unfamiliar situations.		
7.1.IM.B4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
CPI #	Cumulative Progress Indicator (CPI)	Strand C	Presentational Mode
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural Perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.		
7.1.IM.C.4	Synthesize information found in age-and level-appropriate culturally authentic materials.		
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.		
Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> • How to understand short conversations, narratives, interviews, using the present progressive tense. • How to describe and understand written material based on everyday situations - newspapers, recipes, instructions intended for use by Spanish-speaking people as well as literary pieces that are written in the present progressive tense. • How to express thoughts clearly in writing using the present progressive tense to provide an informal writing sample such as e-mail, and a formal writing sample such as an expository or persuasive essay based on print as well as audio sources. 		<ul style="list-style-type: none"> • Reviewing the present progressive tense in Spanish will provide the necessary structures essential for the 4 skills in a foreign language: listening, speaking, reading or writing • Reading short stories, newspapers and internet sources which include the present progressive tense is the best preparation for understanding written material. • Learning how to use the future tense in Spanish (both orally and in essays) students will be prepared to write and express orally their thoughts in formal and informal settings. 	
Unit Learning Targets			
<i>Students will</i>			
<ul style="list-style-type: none"> • Use the present progressive tense to talk about the future and to speculate • Learn how to indicate that an event is going to happen in the immediate future and other ways of expressing plans and desires for the future. • Use the Imperative Mood • Learn other forms of the Imperative i.e. the usted, ustedes, tu and negative tu forms • Learn to form questions and give answers relating to the Imperative • Learn to use the present, past (imperfect) and future progressive forms. 			

- Learn to use the direct and indirect object pronouns to refer to people and things already mentioned.
- Listen to and understand culturally authentic materials using the progressive tenses and imperative mood
- Read material written by Spanish and Latin American authors in which the progressive tenses and imperative moods are used.
- Write essays and dialogues using the progressive tenses and imperative moods to effectively communicate in Spanish.

Evidence of Learning

Summative Assessments: 4 days

Students will converse using expressions learned in class. They will write three compositions using the various types of progressive tenses and indicative moods learned in class.

Equipment needed:

Internet resources, computer, projector, tape recordings, text and literary readings

Teacher Resources:

Buen Viaje 3 textbook, Power Teach, Buen Viaje Workbook, teacher materials, Internet maps and resources.

Formative Assessments

- Unit Test
- Multiple Choice tests
- Speaking proficiency tests
- Reading Comprehension tests
- Writing performance test
- Quizzes
- Oral proficiency practice
- Cultural project
- Websites
Univision: <http://www.univision.com>
CNN en español: <http://cnn.com/espanol>
BBC mundo: <http://bbcmundo.com>
- PowerPoint presentations

Lesson Plans

Lesson	Approximate Timeframe
Lesson 1 Vocabulary on the geography of Mexico	2 days
Lesson 2 Reading on the geography of the different areas of Mexico : the coast, the plateaus, the deserts and jungles	3 days
Lesson 3 Reading on the history of Mexico : Reading Comprehension	2 days
Lesson 4 Describe actions in progress using the present, imperfect and future progressive tenses	3 days
Lesson 5 Describe actions completed prior to other actions using the pluperfect tense	3 days
Lesson 6 Express what you would have done using the condition of the auxiliary verb "haber".	2 days
Lesson 7 Compare and contrast cultural perspectives about television and movies in USA and in Spanish-speaking countries.	4 days

Lesson 8 Review and evaluate all the forms learned.	2 days
Lesson 9 Apply the use of Subjunctive, future, conditional, present perfect in a composition.	2 days
Lesson 10 Comprehensive Review and Examination on material covered	2 days

Teacher Notes:

Students will practice new vocabulary learned from the readings and other sources through auditory and speaking practice as well as their essays. Audio/visual materials will be used throughout to support the content and materials of each lesson.

Curriculum Development Resources

Buen Viaje 3 textbook, workbook and exam preparation materials.

<http://www.studyspanish.com/>

http://www.123teachme.com/learn_spanish/exercises_pronouns_index

<http://www.trinity.edu/mstroud/grammar/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/siteindex.php#gra>

<http://www.bbc.co.uk/mundo>

<https://www.youtube.com/>,

<https://www.quia.com/>,

<https://www.veintemundos.com/en/>

Content Area Unit Name	English Language Arts, Mathematics, Science, Social Studies, World Language, Practical and Fine Arts, Business
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)
6. [Practice and Application](#)
7. [Lesson Delivery](#)
8. [Review and Assessment](#)

- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.

- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.